English

Lesson Plan

Level 2

Term 1

English

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Level 2

Term 1

Level 2 Term 1 Week 1	Lesson Plan

Communication	Reading	Writing	Assessment
• Describing a person (Listening for specific information)	• Text Bread Moving on • Text 'people at work' Reading aloud Noun web	• Starting points classifying things. • Nouns	None

Level 2 Term 1 Week 1 Day 1	**Lesson Plan**

Objective: The learners will be able to
- Read and understand the text
- Fill the blanks

Activity: Written work

Skill: Reading

Topic: Bread

Material: Essential English, class work copy, loaf of bread

Presentation:
- Teacher will show Students a loaf of bread. And will ask Students to tell what is it?
- From where you buy it?
- How it is made?
- Where it is grown? Now prepare class for reading.

Essential English: page 4 (individual reading)
Distribute the books and ask Students to read the paragraphs. At the end of each paragraph. Teacher will ask true/ false, blanks and question/answer accordingly.

Moving on: page 5
After finishing the reading. Teacher will ask questions from moving on.

Written work: (starting points)
Teacher will write the blanks on the board and Students will copy in class work copy.

Feed back:

Level 2 Term 1 Week 1 Day 2	**Lesson Plan**

Objective: The learners will be able to tell the group of different things

Activity: Written work

Material: Essential English, class work copy

Warm up:

- Teacher will draw apple, mango and orange on the board and ask Students
    - What are they?
- Draw/write dog, cat and rat (ask students what are they?)

Essential English: page 5 (Task 3)
Distribute the books and ask Students to fill the blanks first on the book and then in class work copy.

Level: 2		
Term: 1	Lesson Plan	Reading
Week: 1		
Day: 3		

1. **Objectives:** The learners will be able to:
   a - read with fluency and correct pronunciation
   b – develop vocabulary
2. **Skills:** a. – Reading Aloud
   b. – Reading and Writing
3. **Topic:** Previous lesson (people at work)
4. **Material:** Text page (**People at work**), Ess Eng

5. **Procedure:**

a. Reading Aloud **(20 Mins.)**

- Distribute the text pages of the previous lesson and ask them to read aloud.
- Follow the procedure as suggested

b. Worksheet (Nounwebs) **(20 Mins.)**

- Distribute the worksheet.
- Explain the task of each web.
- Illicit vocabulary of the each web from the students orally
- Ask them to do the task. They should discuss or ask from their partners before writing the words.
- Peer checking and feedback

c. Ess Eng p# 13. Do Task 2 in book only.

6. **Follow Up** "Student will write the names of tools and names of some transport"

Level 2 Term 1 Week 1 Day 4	**Lesson Plan**

Objective: The learners will be able to know the concept of noun

Activity: Written work

Material: Essential English, class work copy

Procedure: Page 13 (Task 1)
- Teacher will ask Students to give some examples of noun. Write them on the board.
- Teacher will draw the following pictures on the board (banana, fish, bone, milk and grass) and will ask who eats all these things. Listen to their responses.

Essential English: page 13
Distribute the books and ask Students to do the task in the first and then in class work copy.

Feed back:
Follow-up: Write five examples of noun and draw them in homework copy.

Level: 2 Term: 1 Week: 1 Day: 5	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to listen and understand
2. **Function:** Describing a Person
3. **Activity:** Listening and Grid filling
4. **Material:** Class Board, worksheet (listening text)

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5. Procedure:

a. WarmUp

- For this activity prepare your class for listening. They should listen carefully and then note down the required information in the worksheet.
- Explain each task properly before you start reading aloud.
- Read the text aloud with reasonable speed. Repeat each sentence two times. Don't go very slow.
- When reading aloud is over, ask the learners to check their work with their partners, sitting left or right.
- Take the feed back orally.

b. 1st Listening (Task 1)

- Ask the learners to listen and write the names of person and their ages.

2nd Listening (Task 2)

Ask them to listen carefully and fill up the boxes.

3rd Listening (Task 3)

Ask them to listen again and write about each person in the columns

Listening Text

"I'm Sameera and I'm studying in class V. I'm ten years old. I'm good at sports and English but I'm not good at Maths. I like reading stories. I have one sister Azra and one young brother Asif. Azra is 12 years old. She is studying in class VIII and Asif is the youngest one and studying in class III. He is very good at Maths but slow in urdu. He loves cycling. My elder sister Azra likes cooking. But she is also a good at studies and gets good marks in all subject".

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Free Writing ------- 5Mins

Level 2 Term 1 Week 2	**Lesson Plan**

Communication	Reading	Writing	Assessment
• Dialogue practice "greeting and introducing"	None	• Adjectives • Using "and" and connective • Combining sentences with 'and'	Yes

Level: 2 Term: 1 Week: 2 Day: 1	**Lesson Plan**	**Writing**

1. **Objectives:** The learner will be able to identify adjectives and nouns .
2. **Function:** Using the describing the words
3. **Activity:** Word Tasks
4. **Material:** Work sheet (**Adjectives**)

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5. Procedure:

a. Presentation

Explain the difference between noun and adjective by giving examples on the board. Take examples from the students

b. Work Sheet

- Distribute the worksheets one by one and ask them to work in pairs.
- Take feed back of each task one by one.
- Before feedback, ask them to do peer checking for each task.

Task 1: Pick one adjective from the box and put before the noun to describe them

Task 2 Pick an adjective and its matching noun from the boxes and write the pair of the word on the lines.

Task 3 Complete the sentences

Task: 4. Do Task '2' only in the book Ess Eng p# 7.

6. **Follow Up:** Repeat task 3

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Free Writing ------- 5Mins.

Level: 2
Term: 1
Week: 2
Day: 2

Lesson Plan **Communication**

1. **Objectives** To enable the learners to: greet and introduce themselves.
2. **Function:** Starting conversation.
3. **Activity:** Dialogue Practice, Greetings and introduction
4. **Material:** Flash cards showing different names of boys and girls and different level of class

5. Procedure:

a. Presentation:

- Welcome your class and say the followings.

"Hello! Good morning. Welcome to class I. I'm _____ and I'm your English teacher. Now I would like you to introduce yourself one by one".

b. Drill

- Write the following dialogue on the board and help the learners in saying it properly.

"Good morning, Madam. I'm ."

- Each student stands up one by one and introduces him/herself to the class by saying the lines, written of the board.

c. Further Practice

- Write the following cues on the board.

Razia	Ali	Nazia	Karim
Class II	Class I	Class V	Class III

- Say the sentences about the cues and tell the class to repeat in a choral drill

"This is Razia. She is in Class II"

d. Role Play

Flash card sample

Asim/ Class II

- Prepare name cards and write different names of boys and girls with different level of class. (it should be ready before the class)
- Distribute all the cards among the students and call them one by one to introduce him/herself (now they have different names and different class).
- Call two studetns and help them to say the following lines
- be careful in using contraction and intonation.

St. **Good morning Madam. I'm Asim and I'm in Class II.**

Tr. **Good morning.**

e. Dialogue Practice.

- Call two students at a time and give name card to one of them. Tell them to introduce each other.

Level: 2
Term: 1
Week: 2
Day: 3

Lesson Plan **Writing**

1. **Objectives:** to enable the learners to:
   - Join sentences using AND
   - Write sentences properly by using connectives.
2. **Function:** Using connective (AND)
3. **Activity:** Writing and rephrasing
4. **Material:** C/board

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6. Procedure:

a. **Pre Writing**

- Write the following sentences on the board.

e.g.- **Nadeem plays cricket.**
Razi plays cricket.

- Write again by combing the two sentences with AND. Explain the uses of linking words like AND.

e.g. **Nadeem and Razi play cricket.**

b. **Practice.**

Write the following sentences on the board one by one and ask the learners to join and rewrite the sentences by combining with AND. If the names comes again then ask them to write pronoun **she/he.**

1.
Rani is my friend.
Shazia is my friend.

2.
Rani likes playing hide and seek .
Shazia likes playing hide and seek.

3.
Rani is good in Math
Rani helps me in Maths.

4.
I am good in English.
I help Rani in English.
I help Shazia in English.
We are good friends.

c. **Oral Practice**

You can write some more sentences if you feel it requires more practice.
Ask them to read out sentences orally one by one.

d. **Pair work**

Students will work in pair and rewrite the sentences by joining with AND

Editing (Peer Checking)

They will compare with each other and check their work themselves.

Feed back

Some of the students will read out sentences to the class. Rest of the students will recheck their own work.

e. **Re- Writing**

Write the names of your friends who do the following works with you. Now write sentences using AND

Play **Study** **Read a book** **Go to park**

(write these ques in the board).

6. **Follow up**

Ask your learners to copy the sentences in their homework copies

Level: 1
Term: 1
Week: 2
Day: 4

Lesson Plan **Writing**

1. **Objectives** To enable the learners to be able to:
   - Recognize the connective word AND as a connective.
   - To use AND in multiple option in a sentence
2. **Function:** Using AND as connective
3. **Activity:** Reading and writing sentences from a grid
4. **Material:** Work Sheet (using AND)

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5. **Procedure:**

a. **Pre Writing**

- Prepare your students for writing and distribute worksheets
  Read out sentences from the grid, using the word AND

e.g. - **Saad had some cake, chips AND ice cream.**
Saad AND Adil had some cake.

Explain that when there are more than two words of the same type in a sentence then we use comma (,) to separate the words and for the last two words we use AND

b. **Practice**

First you read the sentence from the grid (work sheet) and ask them to follow you in a drill.

Ask as many questions as you can and provide chances to each of them to respond. Take responses in complete sentences

e.g.

What did Saad have?
What did Faisal have?
Who had chocolate?

c. **Writing**

Tell your learners to have a look at the grid (work sheet) and make sentences out of it under the grid

Give them enough time to discuss with their partners sitting on their right and left, front and behind.

d. Take feed back from the students and write the sentences on the board so that the weak students could also follow and write in their copies.

6 **Follow Up.**

Tell them to transfer all the sentences in their home work copies.

Level 2
Term 1
Week 3

Lesson Plan

Communication	Reading	Writing	Assessment
• Recognizing phonic sound "a" • Phonic – short sound of "e"	None	• Capital letters and full stop Finish the sentences • "eat words" • "ill" and "all" words • Expressing ability	None

Level: 2 Term: 1 Week: 3 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to recognize the short- **a-** sound. .
2. **Function:** Practising the sound
3. **Activity:** Drill, Drawing
4. **Material:** Work sheet (short –**a**-sound)

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5. Procedure:

a. **Presentation**
- Write the letter and the word on the board and pronounce it properly.
- Students repeat after you
- Ask them to give you more words of this sound. Write these words on the board.

a apple

b. **Oral Practice**

Then write the following on the board. You pronounce and the learners repeat in choral drill. Practice it many times.

My **Cat Nat** is a **Fat Cat,**

My **Cat** is a sit and **Chat Cat,**

My **Cat Nat** is a **Flat Cat,**

That's my **Cat Nat,**

And I like him like **That,**

c **Work sheet**
- Follow the procedures as given in the worksheet.
- Say the names of the picture or ask from the learners.
- Write the names on the board.
- Ask them to draw circle and you pronounce each word one by one.

d **Peer Checking**
- Tell your students to have a look on the worksheets of their partners, sitting on left and right and compare their work with them.

e **Feed back**
- Ask about the words in circle and write them on the board. Students will copy these words in their C/Work copies.
- Tell them to add more from the **Cat** sentences.

6. Follow up

Ask them to transfer all the words of the worksheet with short –**a**- sound in their H/Work copies.

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7. Free Writing -------------- 5Mins.

Level 2 Term 1 Week 3 Day 2	**Lesson Plan**

Objective: The learners will be able to write the sentences correctly and can finish the sentences.

Activity: Written work

Material: Essential English, class work copy

Presentation:

- Teacher will write the following sentence on the board.
    - 'i live in mansehra'
- Ask Students to correct the sentence then write two more sentences on the board and students will correct them

Essential English: page 14 (Task 1)
Teacher will write the sentences on the board and ask Students to correct them and write them in class work copies.

Follow up: Complete (1 – 4) sentences of task 2 page 14 in homework copy.

Level: 2 **Term:** 1 **Week:** 3 **Day:** 3	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to practise the short sound of –e-.
2. **Function:** Practising the sound
3. **Activity:** Colouring and Drill
4. **Material:** Work sheet (**short –e-**), a chart of the rhyming lines

5. **Procedure:**

a. **Presentation**

Introduce the short sound of –**e**- and write the words elephant, egg.
Ask them to add some more rhyming words to the list.

b. Oral Practice

Write the poem on the chart and display it on the board.
Give your learners choral drill in a rhythmic way.

Ben's Ten Hens

Ken had a **hen**

and **Jen** had a **hen.**

But **Ben** had **ten.**

When **Ken** and **Jen**

And **Len** met **Ben,**

How many **hens**

Did they all have **then**?

c. **Consolidation**

- Ask them to copy the poem from the board.
- Tell them that the words that have short –e- sound should be written in colour pencil or marker.

d. **Worksheet** Follow the procedure given on the worksheet.

6. **Follow up:** Ask them to copy the words of short –**e**- sound from the poem and the worksheet

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Free Writing ------- 5Mins.

Level 2 Term 1 Week 3 Day 4	**Lesson Plan**

Objective: The learners will be able to make rhyming words

Activity: Written work

Material: Essential English, class work copy, Ess p# 6.

Presentation:
Teacher will write "ill" on the board and ask Students to add any consonant before it make a new word e-g kill, will. In the same way write "all" and follow the same procedure. Ask Students now to tell some words with 'ea'

Written work: Students will write blanks of task 1 'eat' words in class work copy.

Follow up: Write 3 'ill' and 3 'all' words.

Level: 2
Term: 1st
Week: 3
Day: 5

Writing

1. **Objectives:** To enable the learners to:
   - think and write
   - express orally and write
   - use modal 'Can'
2. **Function:** Expressing ability
3. **Activity:** Drawing and writing
4. **Material:** Worksheet

5. Procedure:

a. Pre Writing
- Distribute picture page.
- Write the title on the board.
- Explain that hands can do hundreds of things. Give examples.
- Ask them to look at picture and find out what hands are doing in the picture.
- Discuss and take sentences from them. Then write on the board. (all)
  e.g.. Hands can make clay toys.
  Hands can throw a ball.

b. Practice
- You repeat the board sentences and the learners will follow you in choral drill.

c. Writing
Ask your learners to make a list of those things, which your hands can do.

Peer Checking and Feed back
Ask them orally what their hands can do.

d. 2nd Draft (Writing)
Ask your learners to;
- Take out their C/Work copy.
- pread their hands properly on the page of their C/Work copies and draw an outline of their hand on the copy.
- Pick out five interesting things from the list that their hands can do and write them on the fingers of their hand picture. You can draw your own hand with fingers on the board and write an example on one finger only
  "My hands can cook"

6. Follow up:
"Students will copy the task -**d** in their H/Work copies. Ask them to decorate their work with patterns and little pictures of the things they have written about."

Level 2 Term 1 Week 4	Lesson Plan

Communication	Reading	Writing	Assessment
• Guessing game (short responses)	• Text "The foolish crow" Moving on • Understanding questions "which are"	• Sentence writing and describing activities.	Yes

Level 2 Term 1 Week 4 Day 1	**Lesson Plan**

Objective: The learners will be able to read and comprehend the text

Skill: Reading

Activity: Written work

Topic: The foolish crow

Material: Picture of crow holding a cheese, picture of fox, Essential English, class work copy

Presentation: Teacher will paste the pictures of a crow and fox on the board. Ask Students to describe the picture and tell if they know the story.

Essential English: page 10 (pair reading)
Distribute the books and ask Students to do the reading. While Students are reading teacher will ask true/false, blanks and question/answer accordingly.

Moving on: page 11
Now ask questions from 'moving on'

Written work: page 10
Teacher will write true/false on the board and Students will copy in class work copy.

Feed back:
Follow up: Write the moral of the story "The foolish crow" in homework.

Level: 2 **Term:** 1 **Week:** 4 **Day:** 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to ask answer and give short responses
2. **Function:** Using short responses in speech
3. **Activity:** Guessing game **(short responses)**
4. **Material:** Class Board

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6. **Procedure:**

a. **Presentation**

Tell them that they are going to play a guessing game with their teacher.
First you take start and write the word "Food" on the board then, take a slip of paper. Write any food item on it and hide it in your hand. Tell your learners that they will guess by asking following questions. Be particular in using contraction and rising/ falling tone in short responses.

Questions.	**Response**
Is it a fruit?	No, it isn't.
Is it a bakery item?	No, not all.
Is it round in shape?	Yes, it is.
Is it sweet/sour/spicy?	Yes..

b. Now you make groups. Each group writes any item one by one and hide. This is the turn of the teacher to guess. So you ask questions and they answer using short responses.

c. **Further Practice:**
Following topics or more should be taken for further practice
a) T.V programme.
b) Drinks.
c) Places.
d) Personality.

d. You can switch on the role. Call one of the students and ask them to play game with the class. S/he will write on the slip and rest of the students will ask questions for guessing. If they succeed in guessing, then show them the slip in your hand and clap for the winner.

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Free Writing ------- 5Mins.

Level: 1
Term: 1
Week: 4
Day: 3

Lesson Plan — **Reading**

1. **Objectives:** The learners will be able to:
   - Read and understand.
   - Differentiate between question and statement.
2. **Skill:** Reading Comprehension.
3. **Topic** Classifying information (**Which One?**)
4. **Material:** Worksheet of text.

5. Procedure:

a. Warm up

Write two sentences on the board, one question and one statement and explain the difference of the two.

e.g.

This is my doll.
Which one is your doll?

b. Reading Comprehension

- Distribute the activity page to the learners.
- Explain the activity and ask them to read.
- Instruct them to work in pairs.
- For the first two questions, ask them orally and check.
- Rest of the items will be done by the learners, themselves with the pair consultation.

c. Feed back

- Take feed back orally for each item.
- Move around and see the work on their sheets.

d. Vocabulary

- Ask about the words with circles.
- Tell them to write words for the pictures, they have encircled.
- When they finish writing, ask each word one by one and write it on the board.
- Explain and clear the concept of the words in different ways.

6. Follow up:

Ask them to transfer all the words in their H/Work copies.

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Free Writing ---------------- 5 Mins.

Level: 2 Term: 1 Week: 4 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** To enable the learners to:
   a) Recognize the words and their concepts.
   b) To use vocabulary in sentences.
   c) To write sentences
2. **Function:** Describing actions and activities.
3. **Activity:** Sentence writing.
4. **Material:** Work sheet (**The Picnic**)

5. Procedure:

a. Pre – writing.

- Talk about picnic – take their opinions about picnic.
- Distribute work sheet and discuss about the persons and activities and the environment in the picture. Ask as many questions as you can.

e.g.

1. What do you see in the picture?
2. What are the children doing?

b. Task 1

- Read the words. Draw a circle around the ones that tell about the pictures.
- Help them in constructing the sentences and also write a few on the board.

c. Task 2

(writing sentences)

- Write the sentences about the picture. Use some of the words you have circled.

d. Writing

Ask them to take out their class work copy and write at least ten sentences about the picture, using some of the words they have circled. They can write more if they like.

e. Peer checking and Feed back

During the feedback ask them to review their sentences and check the following themselves.

- Margin line
- Date
- Capital letters at the beginning of the sentences and (.) at the ending.
- Spellings

6. Follow up.

Ask them to rewrite the sentences in their H/work copies.

Level 2 **Term 1** **Week 5**	**Lesson Plan**

Communication	**Reading**	**Writing**	**Assessment**
• Dialogue practice (Requesting for something and saying thank you) • Phonic short 'i' sound.	• Text "Ali Khan's family"	• Describing action • Jobs people do • Paragraph writing "My self"	None

Level: 2 Term: 1 Week: 5 Day: 1	Lesson Plan	Writing

1. Objectives: The learners will be able to:
- Write simple sentences
- Describe an activity
- Understand the sequence of events

2. Function: Describing actions

3. Activity: Actions in sequence

4. Material: Worksheet (**Describing**)

5. Procedure:

a. Pre-Writing

Ask from the students about the work they are doing in class e.g.
- What are you doing?
- What is he/she doing? (Pointing to someone else)

b. Presentation

- Write the words from the worksheet on the board. Pronounce the words properly and ask the learners to repeat after you.
- Ask about the meaning or understanding of the words. If they donot know, then clear the concept.
- Distribute the worksheets.
- Then ask questions about each picture.
- Take answer of each question from more than three students.
- Ask them to match the words, given in the box with the picture.

c. Writing (pair work)

Ask them to write one sentence for each picture.
- Peer correction and Feed back
- If time allows, tell your students to write each word of the box for five times for spelling practice.

6. Follow up: Ask them to write the same sentences in their H/work copies.

Level 2 Term 1 Week 5 Day 1	**Lesson Plan**

Objective: The learners will be able to know the names of professions

Activity: Written work

Material: Essential English, class work copy

- Teacher will ask Students "who am i?" (Teacher). Then teacher will ask "what is my work?" (Teach you)
- Then teacher ask from the Students give some names of the job that people do.

Essential English: page 7

- Distribute the books and ask Students to fill the blanks with the given words orally.
- Teacher will then write the exercise on the board and Students will copy.

Follow up: Repeat task 1 in homework copy "Jobs people do) page 7.

Level: 1 Term: 1 Week: 5 Day: 2	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - Read and understand the text.
   - Skim and scan
2. **Skill:** Reading Comprehension. (Silent Reading)
3. **Topic:** **'Ali Khan's Family'**
4. **Material:** Text page (**Ali Khan's Family**), work sheet.(**About Ali khan**)

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5. Procedure:

a. Pre-Reading

Ask some questions from yours students about their family members.

b. Reading Comprehension

Distribute text page and worksheet.

Task I Write the names (fast reading).

Task II Write or Wrong

Task III Read with attention and put the things in their bags.

Peer correction and Feed back follows each task.

c. Reading Aloud (follow the given procedure)

6. Follow Up

Write the names of things which Ali's sister and brother have bought.

Level: 2 Term: 1 Week: 5 Day: 3	**Lesson Plan**	**Writing**

1. Objectives To enable the learner to:

- write simple sentences in a form of paragraph.
- describe about a person.

2. Function: Describing a person.

3. Activity: Paragraph writing (**My self**)

4. Material: Class Board

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5. Procedure:

a. Pre Writing

Ask from your students the following questions.

1. What is your name? Introduce yourself.
2. What is your age?
3. What is the name of your school?
4. In which class are you studying?
5. What is the name of your teacher?
6. What game do you like to play?
7. What is your favourite food?

b. Copying

Write the following on the board and ask your students to complete it first orally then on their exercise copy.

My name is _________. I am _________ years old.
I am a student at _________ School. I am studying in class.
_________ My teacher's name is_________. The game
I like playing is _________. My favourite food is_________.

c. Writing

Ask them to sit with their friends and work in pair.
They will ask questions from their partners to take personal information and write about their friends in a form of a paragraph.

d. Peer Correction

When they finish writing ask them to exchange their copies and check the following.

- Every sentence begins with a capital letter.
- Every sentence finishes with a full stop.
- Every name of a person begins with capital letter.
- Check the spellings.

e. 2nd Draft

Ask them to rewrite a paragraph about their friend. they will correct their mistake and write correctly.

6. Follow up

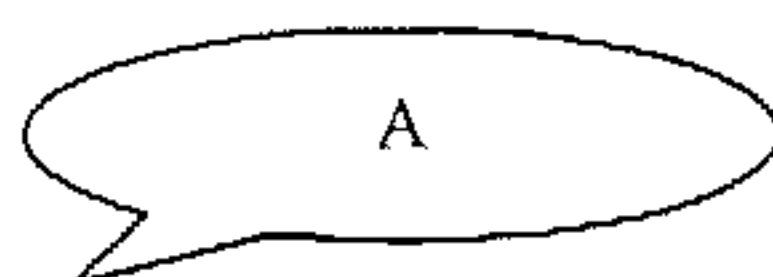
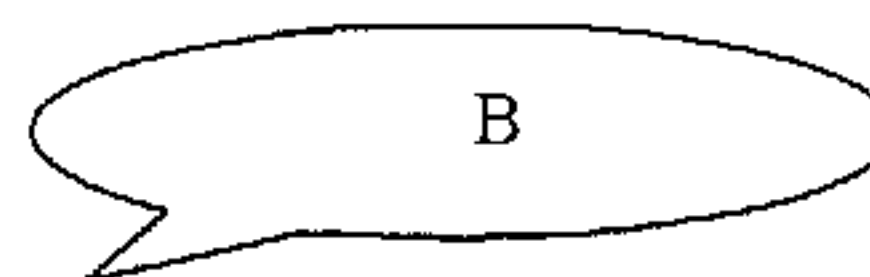
Ask them to rewrite the same paragraph neatly in their homework copies.

Level: 2 Term: 1 Week: 5 Day: 4	Lesson Plan	Communication

1. **Objectives:** The learners will be able to make request for something and say thank you.
2. **Function:** Requesting for something and saying thank you.
3. **Activity:** Dialogue practice
4. **Material:** Classroom objects, C/Board.

5. Procedure:

a. Presentation

- Write the names of some classroom objects on the board.
  Pen, Book, Pencil, Chalk, Sharpener.
- Draw speech bubbles on the board and write a dialogue under each.

- "May I have your book, please?"
- "Yes. Sure, here it is."
- "Thank you"

Dialogue Practice

- Say each line in rising and falling tone and ask your learners to repeat after you
- Say the line of speech bubble-A and the class says the line of B. (practice it many times)
- Then class says the line of A and you say the lines of B
- Continue practice using other item in place of book.

c. Further Practice

- Go to your students and ask for something.

e.g.

Tr.: May I have your __________?
St.: Yes. Sure, here it is.
Tr.: Thank you.

d. Role Play

- Collect few things from the students and put it on the table.
- Call two students at a time. Both of them ask and answer using the same dialogue.
- Continue with this activity with all the learners of your class.

Level: 2 Term: 1 Week: 5 Day: 5	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - recognize the short – **i** - sound
   - pronounce the sound properly
2. **Function:** Practicing the short – i – sound
3. **Activity:** Drill and labelling
4. **Material:** Work sheet (**short –i-**)

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5. Procedure:

a. Presentation

- Write the letter - i - and the word "igloo".
- Pronounce the sound of - i - and the word **igloo** more than once.
- Give them a drill in pronunciation.
- Ask them individually to pronounce the sound of – i - and igloo.
- Add more words in the list and give them practice.

b. Work sheet

Distribute the worksheet on **Phonic----short – i -**. Ask them about the pictures of the page and then ask them to:

- Identify the things in the picture.
- Label (write) their names.
- Do as directed in activity page
- Do peer checking.

c. Feed back

- Ask about the name of the things and write them on the board.
- Ask about those, which begin with – i – sound..
- Tell them to copy the words in their C/Work copies.

6. Follow up: Repeat the last step

....

Free Writing ------- 5Mins.

Level 2 Term 1 Week 6	**Lesson Plan**

Communication	**Reading**	**Writing**	**Assessment**
None	None	• Writing in sentences How to make jam sandwiches • Sequencing the events "Smudge and poppy" • What happened next? • Paragraph writing "My House"	Yes

Level 2 **Term 1** **Week 6** **Day 1**	**Lesson Plan**

Objective: The learners will be able to correct the jumbled sentences

Activity: Written work

Material: Essential English, class work copy

Task 1:

- Teacher will write a mixed up sentence on the board and Students have to correct it e-g
    - "play with.she a doll"
- Then teacher will write one or two sentences more e-g
    - "like bread.i eating"

Essential English: page 8 (Task 1)
Distribute the class work copies. Teacher will write task 1 on the board and Students will copy in class work copies.

Task 2:
Warm up: Teacher will ask Students how you boil an egg? Tell me from the first step. Teacher will write the steps on the board in order.

Preparation:
Ask Students that you have to write the order of "how to make jam sandwiches" on the book only.

Essential English: page 8 task 2
Do it in the book.

Level: 2 Term: 1 Week: 6 Day: 2	Lesson Plan	Writing

1. **Objectives:** The learners will be able to
   - Understand and write.
   - Write in sequence.
   - Understand the events.
2. **Function:** Sequencing the events.
3. **Activity** Reading and writing
4. **Material:** Worksheet (**Smudge and Puppy**), picture page.

---

5. Procedure:

a. Pre Writing

- Distribute worksheet about "**Smudge and Puppy**".
- Ask questions about the picture.

b. Comprehension

- Ask them to read the lines themselves (silently).
- Tell the students to stand up turn-by-turn and read aloud one line at a time.
- Explain the words "**Grab, Crash**" by actions.

c. Writing (1st draft)

- Ask them to sit in pairs and work on the story.
- Tell them to write the events that happen first in line No.1 and then follow according to the happening. Line No.4 tells the last event.

Peer checking and Feed Back

- After doing the peer checking they should be asked to read out their story to the class.

d. Re-Writing

- Ask them to write again in their C/Work copy and add some more lines about what Mum said when she saw the mess.
- Instruct them to be careful about:
  a) Date
  b) Margin line
  c) Capital letters and full stops.

6. Follow up:

Ask them to transfer whole story in their H/work copy.

Level: 2 Term: 1 Week: 6 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - Read and understand
   - Read and classify information
2. **Skill:** a. Reading comprehension (Silent Reading)
   b. Vocabulary building
3. **Topic:** What can it do?'
4. **Material:** Work sheet along with text (**What can it do**?)

---

5. Procedure:

a. Pre-Reading

- Check the meaning of the following words by asking questions.
- Write the words on the board
  Fly, Kite, Rock, Tent, Pond

- You can show the pictures of these words to make them clear in concept.

b. Reading

- Distribute the worksheets.
- Ask orally about each item one by one.

  e.g. Can a dog fly?
  Can a bed fly?

c. Pair work.

- Ask them to sit with their friends and do the task.
- Feed back.
- Take feed back of each item one by one.

d Written work.

- Ask them to copy the sentences in their C/Work copies which have an (✓).

6. Follow up:

"Repeat Task --------- **d**"

Level: 2 Term: 1 Week: 6 Day: 4	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - Say and write sentences
   - Use vocabulary in sentences.
   - To write sentences in a form of paragraph
2. **Function:** Describing places
3. **Activity:** Paragraph writing (**My House**)
4. **Material:** Worksheet (**Describing places**)

---

5. **Procedure:**
   a. **Pre-Writing**
   - Talk with your students about their houses. far/near, big/small, rooms, gardens/trees, roof etc.
   - Tell them that they are going to write about a house, which they'll see in a picture on the worksheet.

   b. **Presentation**
   - Distribute the worksheets.
   - Write the given vocabulary on board to highlight the words.
   - Talk about the house.
   - Ask questions about the house and encourage them in using the given words in their responses.
   - Spend reasonable time in question/answer session.

   c. **1st Draft (Writing)**
   - Arrange the class in-groups ..
   - Ask them to write the sentences about the house, using the given vocabulary.
   - Tell them that each member of the group should have same sentences.
   - Take oral feedback and every group should get the chance to give feed back.

   d. **2nd Draft.**
   - Ask them to rewrite in their C/Work copies.
   - This time sentences should not be written in a pattern of one sentence per line. Ask them to write in continuing manner. Give them a format of a paragraph. Draw it on the board.

   (Heading)

   ____
   ____
   ____
   ____

   e. **Peer checking.** Keep on monitoring.
6. **Follow up:**
   Copy the same paragraph in your H/Work copy

Level 2 Term 1 Week 7	Lesson Plan

Communication	Reading	Writing	Assessment
• Phonic short 'o' sound 'oo' and 'ee' words More 'oo' and 'ee' words • "Spring season" • Phonic short 'u' sound. • Listening (Habits of animals)	None	• Essay writing "Spring season"	None

Level: 2 Term: 1 Week: 7 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to recognize the short - **o** - sound
2. **Function:** Pronouncing the short sound of **O** correctly
3. **Activity:** Drill, Drawing
4. **Material:** Worksheet (**short – o - sound**), Ess. Eng, C.W copy.

---

5. **Procedure:**

a. Presentation

- Write the letter O and the following word on the board

  O Octopus
- Show the picture of Octopus if it is available.
- You pronounce and students repeat in chorus.
- Add some more words of short –o- sound

b. Oral Practice.

Write the following rhyming lines on the board and give them a choral drill.

<u>Hot Fox</u>

Box, box, box,

Hop, hop, hop,

Jog, jog, jog,

Up to top,

Are you too hot, fox?

This is just the job.

- Ask them to copy the poem in their C/Work copies.
- Ask them to write the words with the short - **o** - sound with color pencil or marker.

c. Further Practice **(Work sheet)**

Distribute the work sheets and follow the procedure, given in the work sheet.
Ask them to copy the words of – **o** - sound from the poem on the work sheet.

d. Ess Eng p# 12. Do Task 2 in C.W copy.

6. **Follow up:**

Give Task. 3 - for home work (Ess p# 12)

....

Free Writing ------- 5Mins.

Level 2 Term 1 Week 7 Day 2, 3	**Lesson Plan**

Objective: The learners will be able to learn
- How to describe any season
- Spring season falls in which month of the year

Activity: Distribute the drawing of spring season to the groups of the class.
- Ask Students to observe and tell which season is being shown in this picture?
- What else you see?
- Teacher will write the responses the board.

Explanation:
- Teacher will describe the spring season along with the sentences of the Students teacher will tell the detail about.
  - Flower bloom
  - Greenery everywhere
  - Lovely smell
  - Nice weather
  - Chirping of bird
  - Juicy fruits
  - People out for picnics
  - Sweaters off
  - Grazing of animals
  - Cool breeze

Feed back:
Follow up: Write three sentences on spring season.

Day 2: continue "Same Objective as of day 1"

Essay writing

SPRING SEASON

Spring season starts in March and ends in the last week of April. We can see colorful flowers with lovely smell every-where. Weather becomes nice and people often go out-side for picnic. Animals start grazing due to greenery all over. We can hear the nice voice of the cuckoo bird. We enjoy eating juicy fruits. We wear light clothes. Days and nights become equal. It is my favorite season.

Level: 2 Term: 1 Week: 7 Day: 4	Lesson Plan	Communication

1. Objectives: The learner will be able to pronounce the words of short – u – sound.

2. Function: Practising and pronouncing the sound

3. Activity: Writing and Drill

4. Material: Work sheet (**short – u -**)

---

5. Procedure

a. Presentation

- Write the letter **u** and the word **umbrella.**
- Pronounce loudly and give a choral drill.
- Ask them to add more words which rhyme with umbrella.
- Give a drill on the words.

b. Worksheet

- Distribute the worksheets and explain the Task.

Peer checking

Feedback

c. Class work

- Ask them to copy the words in their C/Work copy.
- Ask them to add more words with short – **u** - sound in the list.

6. Follow up:

"Copy **Task C** in your H/Work copy."

....

Free Writing ------- 5Mins.

Level: 2 Term: 1 Week: 7 Day: 5	Lesson Plan	Communication

1. Objectives: To enable the learners to
- Listen and recall
- Listen and respond.

2. Function: Talking about natural habits of animals

3. Activity: Listen and check

4. Material: worksheet (**about animals**)

---

5. Procedure:

a. **Before listening:**

Talk about animals. Talk about land animals and sea animals. Make two lists on the board and take responses from the learners. Tell them that they are going to listen about animals who live in water.

b. **Worksheet**

- Distribute the work sheets and ask them to listen carefully and attentively to give answers on the sheet.
- Before you start listening task you should check the meanings of the following words
- **Worm, log, crawl, bugs, paddle, quack, dive**

Task 1: (1st listening)

- Read the listening Text slowly and give clear instructions about the task 1 to the learners.
- Read each sentence two times. When listening is over, tell your learners to match and compare their tasks with their partners.

Task 2: (2nd listening)

Read aloud again. Before starting reading, give clear instructions to the learners for the task. Read with comfortable speed. After listening, students will do peer checking.

Task3: (Generalization)

Write three headings on the board in bold letters and ask them to choose the best heading.

Task 4: Do it orally. If some time is left, ask them to write.

Follow Up: Ask them to write the names of animals that make their home in water, and try to paste the pictures of the animals in their H/work copies.

Listening text

Many animals make their homes in ponds. Fish swim around looking for worms to eat. Turtles sit on logs. Snails crawl on plants. Frogs sit on rocks waiting for bugs to fly by. Ducks paddle around and quack. Then they dive under the water.

Level 2
Term 1 **Lesson Plan**
Week 8

Communication	Reading	Writing	Assessment
• Listen and find "what are they?" • Vowels and consonants	None	• Compound words • Write a story	Yes

Level: 2 Term: 1 Week: 8 Day: 1	**Lesson Plan**	**Writing**

1. Objectives: To enable the learners to
- Develop vocabulary
- Focus on spellings

2. Function: Identifying vocabulary of compound words

3. Activity: Writing and matching

4. Material: Worksheet (**Compound words**)

---

5. Procedure:

a. Preparation

Distribute the worksheets and explain about the compound words.
Write few examples on the board before they start working on the worksheets.

e.g. **Classroom (class + room)**
Football (foot + ball)

b. Worksheet

Explain each task properly. Peer checking and feed back follows each task.

Task 1: write the smaller words that make up each compound word in the spaces

Task 2: Join each word from box **A** to a word in box **B** to make a compound word

6. Follow up:

Write 10 compound words in yours home work copies.

Level: 2
Term: 1
Week: 8
Day: 2

Lesson Plan **Communication**

1. **Objectives:** The learner will be able to listen and follow
2. **Function:** Understanding the listening text
3. **Activity:** listen and find
4. **Material:** work sheet No. 1,2 **(What are they)**

5. Procedure:

a. Procedure:

- Distribute worksheets among the students and ask them to prepare for listening
- Talk about each picture before starting the task of listening
- You should read aloud with comfortable speed and read each statement twice.

b. 1st listening (Task 1)

- Ask them to listen. First you will say the number of each line and then say the Sentence. Students will find the pictures and give it the Number you have just said.

c. 2nd listening (Task 2)

Listen and mark (✓) for right sentence and (X) for wrong sentences.
Ask them to listen again and do the task.

- Peer-checking and feed back follows each task

6. **Follow up:** Copy **Task 2** in your homework copies

Listening Test

1. **The boys are playing volleyball.**
2. **The girls are playing badminton.**
3. **The boy is flying his Kite.**
4. **The man is cutting a piece of wood.**
5. **The man is waving a flag.**
6. **The man is driving a jeep.**
7. **The boys is catching a fish.**
8. **The dog is fighting a cat.**
9. **The boy is posting a letter.**
10. **The man is cutting the boy's hair.**
11. **The woman is bringing a cup of tea.**

12 The teacher is writing in the black board

Free Writing ------- 5Mins.

Level 2 Term 1 Week 8 Day 3	Lesson Plan

Objective: The learners will be able to complete the sentences using vowels.

Activity: Written work

Material: Essential English, class work copy

Procedure: Teacher will write the following on the board and will ask Students to fill it with vowels,
f __ x, ch __ __ se, tr __ck __ d, pl __ y

Then write 1 or two sentences on the board and ask Students to tell the blanks

Essential English: page 12 "task 1"
Distribute the books and ask Students to fill the sentences in the book first and then in class work copy.

Feed back:

Follow up: Do task 1 "vowels and consonants" page 12 in homework copy.

Level 2 Term 1 Week 8 Day 4	**Lesson Plan**

Objective: The learners will be able to write a story

Activity: Written work

Material: Essential English, blank pages

Prepare your class for writing a story with the help of pictures.

Warm up Q/A:
Ask Students that tell me any story of your past when you did something silly or got into trouble.

Essential English: page 15
Distribute the books and ask Students to complete the story in the book only.

Story writing:

- Now ask Students to go to page 9 and observe the pictures of (write a story)
- Teacher will help Students to explain and tell the story. Teacher will write on the board and Students will make the story of pictures and will write on blank pages in groups.